

## APPENDICES

Appendix 1 – Classroom Observation Time-Schedule

Date	Time	Lecturer	Description
May 6, 2014	07.30-09.00	Mrs. Linggayani	The writer observed the learning and teaching process
May 13, 2014	07.30-09.00	Mrs. Wuryani	The writer observed the teaching-learning process and fulfilled the classroom observation form including all activities inside
May 20, 2014	07.30-09.00	Mrs. Linggayani	The Writer continued fulfilling the classroom observation form including all activities inside
May 27, 2014	07.30-09.00	Mrs. Wuryani	The Writer fulfilled the classroom observation form including all activities inside
June 3, 2014	07.30-09.00	Classroom	The writer distributed Questionnaires to students

Appendix 2 – Classroom Observation Form Fulfillment

<b>Component 1: Use of a Variety of Teaching Methods</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<ul style="list-style-type: none"> <li>Teacher uses more than 2 teaching, methods, all involve learners.</li> <li>Teacher uses 1 or 2 methods that involve learners.</li> <li>Teacher uses 1 or more methods that do not involve learners.</li> <li>Teacher uses on method that does not involve learners.</li> </ul>				

<b>Component 2: Learners involved in active learning tasks</b>				
<ul style="list-style-type: none"> <li>• Learners share and all manipulate materials in groups or pairs.</li> <li>• Most learners share and manipulate all material.</li> <li>• Some learners manipulate while others watch.</li> <li>• None of the learners manipulate materials.</li> </ul>				
<b>Component 3: Use of Materials by Teacher to Enhance Learning</b>				
<ul style="list-style-type: none"> <li>• Uses more than 2 kinds of materials that enhance learning.</li> <li>• Uses 2 kinds of materials that enhance learning.</li> <li>• Uses 1 kind of material that enhances learning.</li> <li>• Uses no materials/materials do not enhance learning</li> </ul>				
<b>Component 4: Grouping of Learners</b>				
<ul style="list-style-type: none"> <li>• Uses flexible groups and assigned roles.</li> <li>• Uses flexible groups without assigned roles.</li> <li>• Uses permanent groups with or without assigned roles.</li> <li>• Whole class only (no groups).</li> </ul>				
<b>Component 5: Learner Work in Groups (skip Component 5 if answer to Component 4 is “1”)</b>				
<ul style="list-style-type: none"> <li>• Groups of learners discuss problems, questions and activities.</li> <li>• Groups of learners with limited interaction.</li> <li>• Only one or two learners in a group interact.</li> <li>• Learners sit in groups but work as individuals.</li> </ul>				
<b>Component 6: Critical and Creative Thinking Activities</b>				
<ul style="list-style-type: none"> <li>• Learners involved in discussions and problem-solving and/or creative activities.</li> </ul>				

<ul style="list-style-type: none"> <li>• Learners involved only in sharing of ideas.</li> <li>• Learners involved in teacher-directed activities.</li> <li>• Teacher lectures, learners listen to lecture.</li> </ul>				
<b>Component 7: Questioning Skills</b>				
<ul style="list-style-type: none"> <li>• Teacher asks a variety of questions, including open-ended questions that probe for learners 'understanding.</li> <li>• Asks mostly close-ended questions and 1 or 2 open-ended questions</li> <li>• Asks simple-recall questions only or close-ended questions</li> <li>• Teacher asks no questions.</li> </ul>				
<b>Component 8: Learners Asking Questions</b>				
<ul style="list-style-type: none"> <li>• Learners ask questions which show creative thinking even without teacher's encouragement.</li> <li>• Learners ask questions that show their thinking only when teacher encourages.</li> <li>• Learners ask simple questions only.</li> <li>• Learners ask no questions.</li> </ul>				
<b>Component 9: Teacher Feedback to Learners</b>				
<ul style="list-style-type: none"> <li>• Gives feedback about correct and incorrect responses in a manner that encourages further effort.</li> <li>• Gives feedback about incorrect only, in a manner that encourages further effort.</li> <li>• Gives feedback about correct responses only.</li> <li>• Gives no feedback/gives feedback in a manner that discourages further effort.</li> </ul>				
<b>Component 10: Use of Language to Improve Learner Understanding (applies only in English medium lessons)</b>				

<ul style="list-style-type: none"> <li>• Integrates English and home language consistently.</li> <li>• Uses code-switching only when majority does not seem to understand.</li> <li>• Communicates only in English even when learners do not seem to understand or discourage use of home language.</li> <li>• Uses home language only.</li> </ul>				
<b>Component 11: Opportunities for Learners</b>				
<ul style="list-style-type: none"> <li>• Boys and girls have equal opportunity to participate.</li> <li>• Only boys/only girls get opportunity to participate.</li> <li>• Learners have no opportunities to participate.</li> </ul>				
<b>Component 12: How teachers correct learners' answers</b>				
<ul style="list-style-type: none"> <li>• Rephrases problem for same learner.</li> <li>• Redirects the problem to other pupils.</li> <li>• Corrects the error herself.</li> <li>• Does not notice or ignores error.</li> </ul>				
<b>Component 13: Teacher questioning skills</b>				
<ul style="list-style-type: none"> <li>• Teacher asks a variety of questions including open-ended questions that probe for learners' understanding and feeling.</li> <li>• Asks mostly close-ended questions and 1 or 2 open-ended questions.</li> <li>• Asks simple-recall questions only or close-ended questions.</li> <li>• Teacher asks no questions.</li> </ul>				
<b>Component 14: Learners' responses</b>				
<ul style="list-style-type: none"> <li>• Interact with teacher and each other about content in a relaxed way.</li> <li>• Learners are alert, responsive and interact with teacher.</li> <li>• Learners respond in a chorus.</li> </ul>				

<ul style="list-style-type: none"> <li>Learners uninvolved.</li> </ul>				
<b>Component 15: Learner independence</b>				
<ul style="list-style-type: none"> <li>Learners find information independently.</li> <li>Learners make use of information sources when directed by teacher.</li> <li>Learners follow teacher's instruction, working independently.</li> <li>Unquestioning transcribing of text from board and textbooks.</li> </ul>				
<b>Component 16: Learner activity when assigned tasks are completed (*Ignore this component if the teacher teaches for the whole period.)</b>				
<ul style="list-style-type: none"> <li>Work unaided with independent reading or other constructive tasks.</li> <li>Work on anything.</li> <li>Fool around.</li> <li>Sit in silence.</li> </ul>				
<b>Description:</b>				

Subject:	Word Expansion
Date of observation:	May 13, 2014
Lesson start time:	07.30
Lecturer:	Mrs. Wuryani
Observer name:	Rendi Sucihandoyo
Lesson end time:	09.00
Place:	Glasgow classroom
Subject observed:	Classroom activity (teaching-learning process)
Number of learners:	20 students

<b>Component 1: Use of a Variety of Teaching Methods</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<ul style="list-style-type: none"> <li>Teacher uses more than 2 teaching, methods, all involve learners.</li> <li>Teacher uses 1 or 2 methods that involve learners.</li> <li>Teacher uses 1 or more methods that do not involve learners.</li> <li>Teacher uses on method that does not involve learners.</li> </ul>			√	
<b>Component 2: Learners involved in active learning tasks</b>				
<ul style="list-style-type: none"> <li>Learners share and all manipulate materials in groups or pairs.</li> <li>Most learners share and manipulate all material.</li> <li>Some learners manipulate while others watch.</li> <li>None of the learners manipulate materials.</li> </ul>				√
<b>Component 3: Use of Materials by Teacher to Enhance Learning</b>				
<ul style="list-style-type: none"> <li>Uses more than 2 kinds of materials that enhance learning.</li> <li>Uses 2 kinds of materials that enhance learning.</li> <li>Uses 1 kind of material that enhances learning.</li> </ul>			√	

<ul style="list-style-type: none"> <li>• Uses no materials/materials do not enhance learning</li> </ul>				
<b>Component 4: Grouping of Learners</b>				
<ul style="list-style-type: none"> <li>• Uses flexible groups and assigned roles.</li> <li>• Uses flexible groups without assigned roles.</li> <li>• Uses permanent groups with or without assigned roles.</li> <li>• Whole class only (no groups).</li> </ul>				√
<b>Component 5: Learner Work in Groups (skip Component 5 if answer to Component 4 is “1”)</b>				
<ul style="list-style-type: none"> <li>• Groups of learners discuss problems, questions and activities.</li> <li>• Groups of learners with limited interaction.</li> <li>• Only one or two learners in a group interact.</li> <li>• Learners sit in groups but work as individuals.</li> </ul>	√			
<b>Component 6: Critical and Creative Thinking Activities</b>				
<ul style="list-style-type: none"> <li>• Learners involved in discussions and problem-solving and/or creative activities.</li> <li>• Learners involved only in sharing of ideas.</li> <li>• Learners involved in teacher-directed activities.</li> <li>• Teacher lectures, learners listen to lecture.</li> </ul>			√	
<b>Component 7: Questioning Skills</b>				
<ul style="list-style-type: none"> <li>• Teacher asks a variety of questions, including open-ended questions that probe for learners ‘understanding.</li> <li>• Asks mostly close-ended questions and 1 or 2 open-ended questions</li> <li>• Asks simple-recall questions only or close-ended questions</li> <li>• Teacher asks no questions.</li> </ul>	√			

<b>Component 8: Learners Asking Questions</b>				
<ul style="list-style-type: none"> <li>Learners ask questions which show creative thinking even without teacher's encouragement.</li> <li>Learners ask questions that show their thinking only when teacher encourages.</li> <li>Learners ask simple questions only.</li> <li>Learners ask no questions.</li> </ul>		√		
<b>Component 9: Teacher Feedback to Learners</b>				
<ul style="list-style-type: none"> <li>Gives feedback about correct and incorrect responses in a manner that encourages further effort.</li> <li>Gives feedback about incorrect only, in a manner that encourages further effort.</li> <li>Gives feedback about correct responses only.</li> <li>Gives no feedback/gives feedback in a manner that discourages further effort.</li> </ul>	√			
<b>Component 10: Use of Language to Improve Learner Understanding (applies only in English medium lessons)</b>				
<ul style="list-style-type: none"> <li>Integrates English and home language consistently.</li> <li>Uses code-switching only when majority does not seem to understand.</li> <li>Communicates only in English even when learners do not seem to understand or discourage use of home language.</li> <li>Uses home language only.</li> </ul>	√			
<b>Component 11: Opportunities for Learners</b>				
<ul style="list-style-type: none"> <li>Boys and girls have equal opportunity to participate.</li> <li>Only boys/only girls get opportunity to participate.</li> <li>Learners have no opportunities to participate.</li> </ul>	√			



<b>Component 12: How teachers correct learners' answers</b>				
<ul style="list-style-type: none"> <li>• Rephrases problem for same learner.</li> <li>• Redirects the problem to other pupils.</li> <li>• Corrects the error herself.</li> <li>• Does not notice or ignores error.</li> </ul>	√			
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<ul style="list-style-type: none"> <li>• Interact with teacher and each other about content in a relaxed way.</li> <li>• Learners are alert, responsive and interact with teacher.</li> <li>• Learners respond in a chorus.</li> <li>• Learners uninvolved.</li> </ul>		√		
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<ul style="list-style-type: none"> <li>• Learners find information independently.</li> <li>• Learners make use of information sources when directed by teacher.</li> <li>• Learners follow teacher's instruction, working independently.</li> <li>• Unquestioning transcribing of text from board and textbooks.</li> </ul>			√	

<b>Component 16: Learner activity when assigned tasks are completed (*Ignore this component if the teacher teaches for the whole period.)</b>				
<ul style="list-style-type: none"> <li>• Work unaided with independent reading or other constructive tasks.</li> <li>• Work on anything.</li> <li>• Fool around.</li> <li>• Sit in silence.</li> </ul>				√

**Description:**

Based on the Mrs. Wuryani' classroom observation, several activities occurred during the teaching-learning process. Before starting the activity, the lecture and the students prayed together. Then, she discussed about the previous materials and homework. After that, she instructed them to do some exercises in the Word Expansion module for a certain time. Some students did the task by guessing the meaning of words, while the others looked up for the meaning from dictionary. When the time was over, she discussed the questions by asking them to give their answers. The lecture corrected the students' invalid (wrong) answers directly and also gave further explanations. During the lesson's activity, the interaction between the lecturer and the students occurred occasionally. In the end of the activity, she requested them to do some exercises in the module as homework.

Subject:	Word Expansion
Date of observation:	May 20, 2014
Lesson start time:	07.30
Lecturer:	Mrs. Linggayani
Observer name:	Rendi Sucihandoyo
Lesson end time:	09.00
Place:	Nottingham classroom
Subject observed:	Classroom activity (teaching-learning process)
Number of learners:	20 students

<b>Component 1: Use of a Variety of Teaching Methods</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
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<ul style="list-style-type: none"> <li>• Learners involved in discussions and problem-solving and/or creative activities.</li> <li>• Learners involved only in sharing of ideas.</li> <li>• Learners involved in teacher-directed activities.</li> <li>• Teacher lectures, learners listen to lecture.</li> </ul>			√	
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<ul style="list-style-type: none"> <li>• Teacher asks a variety of questions, including open-ended questions that probe for learners ‘understanding.</li> <li>• Asks mostly close-ended questions and 1 or 2 open-ended questions</li> <li>• Asks simple-recall questions only or close-ended questions</li> <li>• Teacher asks no questions.</li> </ul>	√			

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<ul style="list-style-type: none"> <li>Gives feedback about correct and incorrect responses in a manner that encourages further effort.</li> <li>Gives feedback about incorrect only, in a manner that encourages further effort.</li> <li>Gives feedback about correct responses only.</li> <li>Gives no feedback/gives feedback in a manner that discourages further effort.</li> </ul>	√			
<b>Component 10: Use of Language to Improve Learner Understanding (applies only in English medium lessons)</b>				
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<ul style="list-style-type: none"> <li>Boys and girls have equal opportunity to participate.</li> <li>Only boys/only girls get opportunity to participate.</li> <li>Learners have no opportunities to participate.</li> </ul>	√			

<b>Component 12: How teachers correct learners' answers</b>				
<ul style="list-style-type: none"> <li>• Rephrases problem for same learner.</li> <li>• Redirects the problem to other pupils.</li> <li>• Corrects the error herself.</li> <li>• Does not notice or ignores error.</li> </ul>	√			
<b>Component 13: Teacher questioning skills</b>				
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<b>Component 14: Learners' responses</b>				
<ul style="list-style-type: none"> <li>• Interact with teacher and each other about content in a relaxed way.</li> <li>• Learners are alert, responsive and interact with teacher.</li> <li>• Learners respond in a chorus.</li> <li>• Learners uninvolved.</li> </ul>		√		
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<b>Component 16: Learner activity when assigned tasks are completed (*Ignore this component if the teacher teaches for the whole period.)</b>				
<ul style="list-style-type: none"> <li>• Work unaided with independent reading or other constructive tasks.</li> <li>• Work on anything.</li> <li>• Fool around.</li> <li>• Sit in silence.</li> </ul>				√

**Description:**

According to the Mrs. Linggayani' classroom observation, there were several activities which occurred in the teaching-learning process. First, the lecture checked the students' attendance. Second, she discussed the previous homework. Third, Students worked in groups to do chapter 3.9, "Word Hunting". To complete the task, they had to think creatively to produce words as many as possible. Every group's representative wrote the final answers on the whiteboard. Fourth, she instructed them to answers questions in chapter 3.10 about preposition/adverbial and then each student read the answer. When there was a mistake, the lecturer made a correction. In an occasion, she opened an electronic dictionary to ensure whether the students' answers were correct or not. Fifth, the lecture commanded the students to do chapter 4.1 and 4.2 as homework. In Conclusion, the atmosphere in this classroom was good because the interactions among them went well. Sometimes, the use of code-switching occurred there in order to make the explanation understandable.

# Appendix 3 – Descriptive Statistics

**Table**

<b>N</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Deviation</b>
32	2	5	3.75	0.803
32	2	5	3.69	0.821
32	2	5	3.47	0.950
32	1	4	2.75	0.762
32	1	5	3.13	1.040
32	1	5	3.16	1.019
32	1	5	3.88	1.185
32	1	5	3.53	1.016
32	1	5	3.22	1.070
32	1	5	3.06	0.878
32	1	5	3.41	1.103
32	1	5	2.94	1.076
32	1	5	3.09	1.027
32	1	5	3.41	0.979
32	1	5	3.69	1.120
32	1	5	2.97	1.150
32	2	5	3.56	0.948
32	2	5	3.88	0.793
32	1	5	4.00	1.107
32	2	5	3.44	0.801
32	2	5	3.84	0.920
32	1	5	3.53	0.915
32	1	5	3.47	0.879
32	2	5	3.94	0.840
32	2	5	3.72	0.991



#### Appendix 4 – Test of Validity

**Table 4.1**

#### **Test of Validity of the Vocabulary Learning Strategies Questionnaire**

<b>No. Questions</b>	<b>r count</b>	<b>r table</b>	<b>Explanation</b>
Q1	0.629	0.349	Valid
Q2	0.416	0.349	Valid
Q3	0.417	0.349	Valid
Q4	0.474	0.349	Valid
Q5	0.456	0.349	Valid
Q6	0.627	0.349	Valid
Q7	0.599	0.349	Valid
Q8	0.532	0.349	Valid
Q9	0.584	0.349	Valid
Q10	0.543	0.349	Valid
Q11	0.549	0.349	Valid
Q12	0.582	0.349	Valid
Q13	0.507	0.349	Valid
Q14	0.657	0.349	Valid
Q15	0.484	0.349	Valid
Q16	0.598	0.349	Valid
Q17	0.660	0.349	Valid
Q18	0.489	0.349	Valid
Q19	0.776	0.349	Valid
Q20	0.406	0.349	Valid
Q21	0.428	0.349	Valid
Q22	0.559	0.349	Valid

Q23	0.530	0.349	Valid
Q24	0.602	0.349	Valid
Q25	0.644	0.349	Valid

## Appendix 5 – The SILL Questionnaire

### Strategy Inventory for Language Learning (SILL) Questionnaires

This form of the strategy inventory for language learning (SILL) is for students of a second language (SL). Please read each statement and tick the empty blanks as the response (1, 2, 3, 4, or 5) that tells HOW TRUE THE STATEMENT IS.

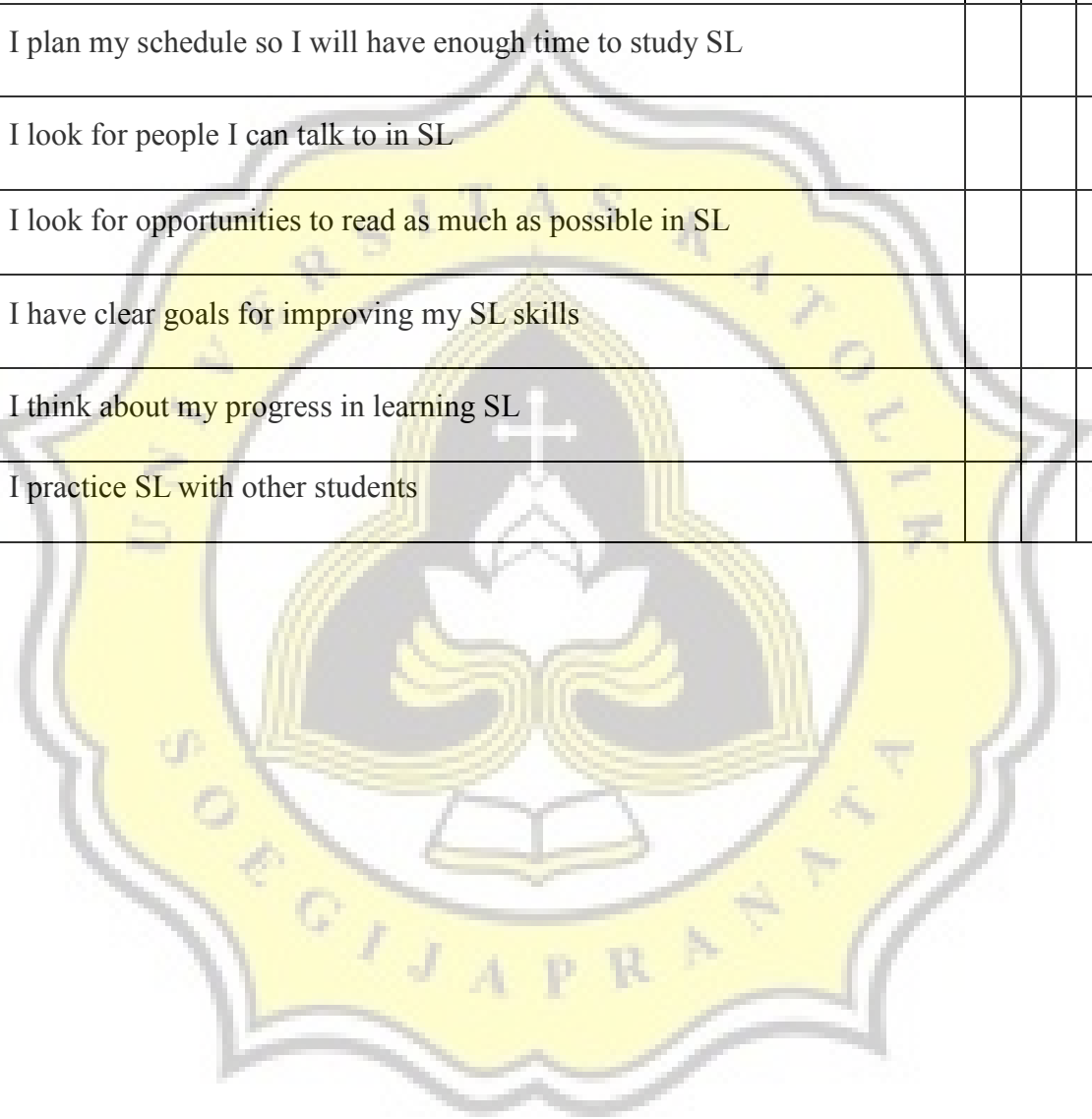
1. Never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always true of me

Answer in terms of how well the statement describes you. Do not answer how you think you should be, or what other people do. **There are no right or wrong answers** to these statements.

No.	Questionnaires	1	2	3	4	5
1.	I think of relationships between what I already know and new things I learn in the SL					
2.	I use new SL words in a sentence so I can remember them					
3.	I remember a new SL word by making a mental picture of a situation in which the word might be used					

4.	I use rhymes to remember new SL words						
5.	I physically act out new SL words						
6.	I start conversations in the SL						
7.	I watch SL language TV shows spoken in SL or go to movies spoken in SL						
8.	I read for pleasure in the SL						
9.	I write notes, messages, letters, or reports in the SL						
10.	I first skim an SL passage (read over the passage quickly) then go back and read carefully						
11.	I find the meaning of an SL word by dividing it into parts that I understand						
12.	I try not to translate word for word						
13.	I make summaries of information that I hear or read in the SL						
14.	To understand unfamiliar SL words, I make guesses						
15.	When I can't think of a word during a conversation in the SL, I use gestures						
16.	I read SL without looking up every new word						
17.	I notice my SL mistakes and use that information to help me do better						

18.	I pay attention when someone is speaking SL					
19.	I try to find out how to be a better learner of SL.					
20.	I plan my schedule so I will have enough time to study SL					
21.	I look for people I can talk to in SL					
22.	I look for opportunities to read as much as possible in SL					
23.	I have clear goals for improving my SL skills					
24.	I think about my progress in learning SL					
25.	I practice SL with other students					



# Appendix 6 – The scores of the questionnaire

Subject	Score Items																									Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1	4	4	4	3	4	3	5	4	5	4	5	4	5	4	4	4	4	4	4	4	4	4	4	5	5	104
2	5	5	3	4	2	4	4	4	4	3	3	4	4	4	5	5	5	4	5	3	5	3	4	5	5	102
3	2	3	2	2	4	1	1	3	2	3	2	1	1	1	1	1	3	2	1	2	3	2	1	3	2	49
4	4	5	3	4	3	3	5	4	3	4	4	3	5	3	5	4	4	5	5	4	4	4	3	5	5	101
5	4	4	3	2	3	3	4	3	4	3	3	2	3	3	3	3	3	4	4	4	3	3	3	4	3	81
6	3	4	4	2	2	3	3	2	3	3	4	4	3	3	4	3	3	4	3	4	4	4	4	5	4	85
7	5	4	5	3	3	5	5	4	5	4	4	5	2	5	2	1	5	5	5	3	5	2	3	4	5	99
8	5	5	5	3	4	2	4	2	4	3	3	5	5	5	5	1	4	5	5	3	3	3	3	3	3	93
9	5	3	3	2	5	4	5	5	5	4	5	3	2	3	3	5	5	5	5	3	5	5	5	5	5	105
10	3	4	2	2	1	1	5	1	1	1	4	1	3	1	2	2	2	5	1	2	4	1	5	2	3	59
11	4	3	3	3	3	3	5	3	2	3	4	2	3	4	5	2	5	4	5	4	5	5	3	3	3	89
12	5	2	5	2	1	2	4	3	2	2	4	2	2	4	5	2	3	3	2	3	3	4	2	3	2	72
13	3	3	4	3	3	3	2	2	2	3	2	3	3	4	5	2	4	4	4	3	2	3	3	4	4	78
14	3	3	4	2	5	3	4	5	3	4	4	3	3	3	4	4	3	4	3	5	5	4	3	5	3	92
15	3	4	3	2	3	3	4	3	2	3	3	4	3	2	2	4	2	3	3	4	4	3	2	4	3	76
16	3	4	5	3	4	4	4	3	1	3	3	4	3	3	5	3	3	3	4	3	3	3	4	4	4	86
17	4	3	5	4	2	4	5	4	5	3	1	3	2	4	3	3	4	4	4	3	2	4	3	3	2	84
18	4	4	4	3	4	4	5	4	3	2	5	3	3	3	4	4	4	5	5	4	5	5	4	4	4	99
19	4	3	3	3	4	4	3	4	4	3	3	4	3	4	4	4	4	3	4	4	4	4	4	4	3	91
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21	3	4	3	4	4	2	3	3	3	2	2	4	2	3	4	2	4	4	4	4	4	3	4	4	4	83
22	4	3	4	3	3	3	5	4	3	3	2	2	2	4	5	3	4	4	5	3	4	4	4	4	4	89
23	3	4	4	2	3	3	3	5	4	4	4	2	3	3	3	2	4	4	4	3	2	4	3	4	3	83
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26	3	3	3	3	4	3	2	3	3	2	3	3	2	3	3	3	3	3	4	3	4	4	3	5	4	79
27	4	3	2	4	3	5	4	3	3	4	2	2	5	4	4	3	2	3	4	3	4	4	4	4	2	85
28	4	5	4	3	3	5	5	5	3	2	4	3	4	5	4	3	3	4	5	2	5	5	5	4	5	100
29	5	4	4	3	4	4	5	5	4	5	5	4	4	4	3	5	5	4	4	5	3	4	4	5	4	106
30	4	4	2	1	1	3	3	4	3	2	2	1	2	2	2	1	2	4	4	3	4	3	3	4	4	68
31	3	4	4	2	3	4	4	3	3	3	4	3	3	4	3	3	4	5	4	4	4	3	4	4	4	89
32	4	4	3	3	3	3	4	3	3	4	4	3	3	3	4	4	4	3	5	3	5	4	4	4	5	92
	120	118	111	88	100	101	124	113	103	98	109	94	99	109	118	95	114	124	128	110	123	113	111	126	119	2768

